

Inspection of Pennine Way Junior Academy

Pennine Way, Swadlincote, Derbyshire DE11 9EY

Inspection dates: 19–20 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils say they feel 'joyful and excited' when they come to school. They know that staff care for them and want them to achieve their dreams. Every pupil is valued as an individual and given the opportunity to shine. Staff know pupils very well. Parents and carers appreciate this, with one saying, 'Everyone at this school wants the children to thrive and be the best that they can be.'

Pupils behave well. They enjoy break- and lunchtimes. They join in happily with playground games such as 'What's the time, Mr Wolf?' The new sports pitch is a big hit with pupils. Pupils say that bullying sometimes happens. They told us that when it does happen, it is always dealt with quickly and does not happen again. When asked if they feel safe in school, pupils replied, 'Absolutely!'

Leaders want pupils to have the best experiences possible. They make sure pupils try new things. The opportunities for pupils to play sport and learn music are exemplary. Pupils relish competing for the school in football and hockey fixtures. Others enjoy performing in the school band and choir. Pupils visit art galleries, theatres and the opera.

What does the school do well and what does it need to do better?

Leaders and governors have worked hard to improve the school. They have made a good start to improving the curriculum. They know what they want pupils to learn in most subjects and by when. They make sure that teachers give pupils a good quality of education in many subjects. Pupils achieve better in English and mathematics than they have ever done before.

Reading is generally well taught throughout the school. Pupils enjoy listening to teachers read stories. They groan with disappointment when teachers end storytime on a cliff hanger. Leaders and teachers work hard to develop pupils' love of reading. Pupils use the library, visit book fairs and take part in 'extreme reading' competitions. Pupils who find reading difficult get extra help. This support is usually effective and builds pupils' knowledge of letters and the sounds they represent. However, some of these pupils still struggle to read fluently. The books they read and the work they do in class are sometimes too hard.

Leaders have set out what pupils should learn in each year group in mathematics. They have high expectations of what pupils can achieve. They have trained teachers well. Teachers have strong subject knowledge. They use this to explain learning effectively. Pupils are fluent in number. They can solve problems and talk about how they worked out answers.

The quality of the provision in music is excellent. Leaders have expert subject knowledge. They build up pupils' knowledge over time. They revisit and practise this knowledge so that pupils know and remember more. Pupils achieve highly. For example, many pupils can read musical notation and play instruments, such as

recorders, keyboards and clarinets.

Leaders are improving the curriculums in science and the humanities. They have made a good start in science. Leaders have set out what pupils need to learn and check that this is taught in lessons. Pupils have a strong scientific vocabulary and produce work of a high standard. There is more work to be done in the humanities to ensure that pupils achieve as highly.

Leaders and governors make sure that the school is inclusive. Pupils with special educational needs and/or disabilities (SEND) get very good support from teachers and teaching assistants. Leaders ensure that these pupils get the same opportunities as others, for example by visiting the cinema to see adapted versions of performances.

Staff have high expectations of pupils' behaviour. Pupils know and understand the school rules. They told us that the 'good to be green' system works well and helps them to make the right choices. There is little low-level disruption in lessons.

Pupils have a growing understanding of other cultures and faiths. They enjoy visits to places of worship, such as Hindu temples. Pupils told us about Muslim pilgrims visiting the school. Pupils learned about Hajj and their journey to Mecca. Pupils have many responsibilities. They relish being prefects, librarians and eco-ambassadors.

Leaders and governors take staff well-being seriously. They work hard to reduce staff workload. Staff feel well supported by leaders. They are proud to work at the school. As one member of staff said, 'We are like a family.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that the safety and welfare of pupils are paramount. The safeguarding team is an asset to the school. The team members work tirelessly to keep pupils safe from harm. They have extensive knowledge of vulnerable pupils and their families. They act quickly to protect pupils.

Staff are well trained and vigilant. They know the signs that a pupil may be at risk of harm. They know what to do and whom to talk to when concerns arise. Pupils know whom to go to if they have a concern. They told us that they use the 'Ask it' basket to write down their worries, knowing that an adult will read it and help them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have made a good start to developing an ambitious and well-sequenced curriculum. This ensures that pupils achieve well in a range of subjects. Leaders should now extend this good work to history and geography. They need to

identify the most important knowledge they want pupils to know and then ensure that this knowledge is revisited often enough so that pupils remember it.

- Some pupils could achieve better in their reading. Some are not able to decode words accurately or quickly enough. The books they read and the work they are set in English do not always match well with the phonic knowledge they have. Some teachers do not have a secure understanding of phonics. These teachers need further training to improve their subject knowledge.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137543
Local authority	Derbyshire
Inspection number	10087372
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	365
Appropriate authority	Board of trustees
Chair	Emma Gemmell
Headteacher	Richard Mansfield
Website	www.pennineway.derbyshire.sch.uk
Date of previous inspection	26–27 April 2017

Information about this school

- The school is a standalone academy converter. It converted to an academy in 2011.
- There have been no significant changes to the school since the previous inspection.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher, deputy headteachers, curriculum leaders, the special educational needs coordinator and four members of the board of trustees.
- Inspectors examined the quality of education that pupils receive in reading, mathematics, music, science, writing and the humanities. They visited lessons, scrutinised pupils' work, listened to pupils reading, and spoke with pupils and teachers about their lessons.
- A wide range of documents was scrutinised, including those relating to safeguarding, behaviour, the school's plans for improvement and curriculum

planning. Inspectors considered information about pupils' achievement from published information and information on the school's website.

- Inspectors took account of the 22 responses to Parent View, Ofsted's online questionnaire. There were 34 responses to the staff survey. There were no responses to the pupil survey.

Inspection team

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